

Name:

Study Guide

8th Grade English Final

Ms. Haywood
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NOTES:

This study guide is meant to be interactive. There are spaces for you to make notes based on what we go over in class and about your own thoughts/ideas/strategies. There are also sections of examples that we will practice in class. You will be assigned some sections for homework; for other sections, you may wait to fill them in as we cover them in class.

If you use this guide and study carefully, you will be successful on the English exam. You will notice that we actually tell you what will be on the exam in certain places, and some of the sections will involve choice.

Section I. Proofreading Paragraphs: 20 minutes time; worth 20 points.

- a. You will be given a few short paragraphs and asked to identify and correct the spelling errors that relate to the I before E rule, homophone usage, and the formation of plural nouns.

Section II. Short Answer: 15 minutes; worth 20 points.

- a. You will be given several questions about all of the texts that you have read this year.
- b. You must answer the questions in FULL and COMPLETE SENTENCES that echo the prompts.
- c. Your answers must contain specific textual detail to receive credit.

Section III. Poetry Explication: 15 minutes time; worth 20 points.

- a. You will receive a poem to read and annotate.
- b. You will answer questions about the speaker's behavior, the poem's meaning, and identify related topics of the poem.
- c. You will use lines from the poem to support your answers.

Section IV. Essay: 60 minutes time; worth 40 points.

- a. You will write a three paragraph ESSAY about a theme-based question using ONE of the texts we've read this year and a SURPRISE POEM.
- b. All quotes used in the ESSAY from the shared texts must be from the OFFICIAL QUOTE BANK contained in this study guide.
- d. The quotes will also be provided on the final exam.
- e. You will receive the question in advance.
- f. You WILL NOT BE GIVEN the poem in advance.
- g. You MAY NOT WRITE about a short story.
- h. NO TEXTS OR CLASS NOTES MAY BE USED DURING THE EXAM.

You will be graded on your ideas as well as the structure of the essay (that is, your use of paragraphs and correct grammar/spelling). Your essay must include specific examples and quotes from each text with analysis of how each fits your overall argument (that is, how each one relates to the other as well as the assigned theme). Your essay must also include lines from the poem that relate to your main ideas.

I. Proofreading Paragraphs

You will be given a few short paragraphs of a familiar text to proofread and correct. They will contain different types of spelling errors and omissions. To prepare for this section, review the spelling rules and grammar worksheets.

Spelling Review:

What is the I before E SPELLING RULE for words that sound like EE?

What are two exceptions to the general rule?

What are rule breakers?

Using the table below, list five words that fit into each category for the I before E spelling rule. Don't use "related" words or words found in the headings.

I before E	Except after C	Or when sounding like A as in neighbor or weigh	Rule breakers

Homophones

List 10 homophone pairs that you learned and DEFINE the words and USE them in a sentence.

For example:

1. A. Then—means next—First we will eat dinner, and then we will clean up.
B. Than—means compared to—I like ice cream more than frozen yogurt.
2. A. _____
B. _____
3. A. _____
B. _____
4. A. _____
B. _____
5. A. _____
B. _____
6. A. _____
B. _____
7. A. _____
B. _____
8. A. _____
B. _____
9. A. _____
B. _____
10. A. _____
B. _____

Plural Nouns

What is the general rule for **plural noun formation**?

What is the full sentence that creates the mnemonic device that outlines the exceptions to words that end in Y or O or hissing and whistling sounds?

What part of the SINGULAR NOUN is the focus of the mnemonic device?

Which two endings of SINGULAR NOUNS sometimes follow the general rule?

Which LETTERS just before the ENDINGS determine whether to ADD “S”? “ES”? Give examples of nouns that follow the general rule and those that fit the exception.

What is the connection between this spelling rule and third person singular verbs? Give some examples of verbs whose spelling can be “guided” by this rule?

Show your command of this skill by filling in the chart below with single and plural forms of nouns that fit each category of exceptions. Third person singular verb forms may also be included.

F/Fe	Ch	Y**	Z	O**	X	S	Sh

**give three examples of nouns that follow the general rule but end in Y:

**give three examples of nouns that follow the general rule but end in O:

II. Short Answer

This section will review all of the texts you have read this year. To prepare for this section, use the following questions to review the shared texts.

“Charles” by Shirley Jackson

1. What grade is Laurie in?
2. What behavior makes the reader think that Laurie is rude?
3. What are some lies he tells about Charles?
4. Why don't Laurie's parents suspect that he is Charles?
5. How does Laurie's mother find out he has been lying?

“Thank You, Ma'am” by Langston Hughes

1. What does Roger do to Mrs. Luella Bates Washington Jones?
2. What does Mrs. Jones do to stop Roger?
3. What does Roger want the money for?
4. How does Luella help him?
5. How does she show she trusts him?
6. Why is her behavior surprising?

“The Veldt” by Ray Bradbury

1. What is the name of the automated house?
2. Explain how that name is ironic.
3. Who are George and Lydia’s children?
4. What are two examples of foreshadowing that George and Lydia will die?
5. What is the Hadley parents’ tragic mistake?

Make Lemonade by Virginia Euwer Wolff

1. What are Jolly’s children’s names?
2. What are two lessons that LaVaughn teaches the children?
3. How does Jolly show she is immature?
4. What class does LaVaughn take to help her become more independent and confident?
5. What happens to Jolly when she goes to this class?
6. How does Jolly show she is maturing?
7. Why do Jolly and LaVaughn fight?
8. How does Jolly show she has grown up?

Inherit the Wind by Jerome Lawrence and Robert E. Lee

1. Where does *Inherit the Wind* take place? When does it happen?
2. What two teachings are in conflict in the story?
3. Who are the main lawyers, and how do they know each other from before?
4. Why is Rachel Brown in conflict?
5. Why do Hornbeck and Drummond argue at the end?
6. What does Rachel decide at the end?

Dreams from My Father by Barack H. Obama

1. Where did Obama's parents meet and marry??
2. Why did Obama's parents REALLY divorce?
3. What are two lessons that Lolo teaches Obama?
4. When does Obama literally and figuratively wear a mask?
5. What is Obama's biological father like when he comes to visit?
6. Where does Obama move to after college in California?
7. How does he react to his father's death?

A Separate Peace by John Knowles

1. What war are the students preparing to fight?
2. Who originally suggests the boys jump off the tree?
3. Who is the first to enlist?
4. What makes the boys fear the war?
5. How does Finny show he forgives Gene?
6. Why did Finny pretend the war was a big joke and a hoax?

III. Poetry Explication

In this section, you will be given a new poem. To practice and prepare for this task, read and annotate the following poem by Robert Frost. Then answer the specific questions about the poem.

The Armful

For every parcel I stoop down to seize,
I lose some other off my arms and knees,
And the whole pile is slipping, bottles, buns,
Extremes too hard to comprehend at once,
Yet nothing I should care to leave behind.
With all I have to hold with, hand and mind
And heart, if need be, I will do my best
To keep their building balanced at my breast.
I crouch down to prevent them as they fall;
Then sit down in the middle of them all.
I had to drop the armful in the road
And try to stack them in a better load.

What creates “problems” for the speaker of the poem? Use a quote to support your answer. _____

What is the tone at the beginning of the poem? _____

How does the speaker resolve his or her problem? Use a quote to support your answer. _____

What is the tone at the end of the poem? _____

What are two topics that relate to this poem? _____

What are some of the lessons of this poem? _____

How does this poem relate to Inherit the Wind? Which characters are faced with similar challenges? How do they solve their problems? _____

How does this poem relate to Dreams from My Father? Which characters are faced with similar challenges? How do they solve their problems? _____

How does this poem relate to A Separate Peace? Which characters are faced with similar challenges? How do they solve their problems? _____

IV. Essay

To prepare for the Compare Contrast Essay, review the KEY QUOTES in the “Official Quote Bank” for each separate text.

- **FIRST, COMPLETE A GENERAL REVIEW OF QUOTES**
- **THEN, DO A CROSSROADS REVIEW OF CHOICES/DECISIONS MADE BY THE CHARACTERS**

You must ONLY use the quotes from this bank in your essay. Be sure to integrate them properly and cite them in your essay in proper format.

Examples of in-text citation format that are acceptable for the assessment: Author(s) name followed by the page number.

(Knowles 16).

(Lawrence and Lee 51).

(Obama 52).

Example of proper quote integration:

Gene admits that he intended to kill Finny when he says, “I was on active duty all my time at school; I killed my enemy there” (Knowles 204).

Gene finally acknowledges that he viewed his experience at Devon as military “duty” when he confides that he “killed [his] enemy there” (Knowles 204).

Inherit the Wind by Jerome Lawrence and Robert E. Lee

1. "You know why I did it. I had the book in my hand, Hunter's *Civic Biology*. I opened it up, and read my sophomore science class Chapter 17, Darwin's *Origin of Species*" (p. 8).
2. "It isn't as simple as that. Good or bad, black or white, night or day. Do you know, at the top of the world the twilight is six months long?" (p. 9).
3. "No sir. I'm not gonna quit" (p. 52).
4. "I *was* a schoolteacher. (*With difficulty*) I feel I am . . . I have been convicted of violating an unjust law. I will continue in the future, as I have in the past, to oppose this law in any way I can" (p. 115).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

1. "My daughter will be pleased to answer any questions about Bertram Cates" (p. 24).
2. "Do we call down hellfire on the man who has sinned against the Word?" (p. 66).
3. "Lord, we call down the same curse on those who ask grace for this sinner -- though they be blood of my blood, and flesh of my flesh" (p. 66).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

1. "Why can't you be on the right side of things?" (p. 9).
2. "A schoolteacher is a public servant: I think he should do what the law and the school-board want him to. If the superintendent says, 'Miss Brown, you're to teach from Whitley's *Second Reader*,' I don't feel I have to give him an argument" (p. 33).
3. "I think there must be something wrong in what Bert believes, if a great man like Mr. Brady comes here to speak out against him" (p. 34).
4. "'You see, I haven't really thought very much. I was always afraid of what I might think -- so it seemed safer not to think at all'" (p. 124).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

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1. "The man who has everything figured out is probably a fool. College examinations notwithstanding, it takes a very smart fella to say 'I don't know the answer!'" (p. 55).
 2. "The individual human mind. In a child's power to master the multiplication table there is more sanctity than in all your shouted 'Amens'" (p. 93).
 3. "All shine, and no substance! (*Turning to CATES*) Bert, whenever you see something bright, shining, perfect-seeming -- all gold, with purple spots -- look behind the paint! And if it's a lie -- show it up for what it really is!" (p. 110).
 4. "You don't suppose this kind of thing is ever finished, do you? Tomorrow it'll be something else -- and another fella will have to stand up. And you've helped give him the guts to do it!" (p. 123).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

NOW, answer the following questions about **Inherit the Wind** and provide specific information.

- ## NOTES ON INHERIT THE WIND:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Dreams from My Father by Barack H. Obama

1. “You have me to thank for your eyebrows . . . your father has these little wispy eyebrows that don’t amount to much. But your brains, your character, you got from him” (p. 50).
2. “If you want to grow into a human being,’ she would say to me, ‘you’re going to need some values” (p. 49).
3. “Harry Belafonte is the best-looking man on the planet” (p. 51).
4. “It wasn’t your father’s fault that he left, you know. I divorced him” (p. 125)

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

1. “I’m saying, yeah, it’s harder to get dates because there aren’t any black girls around here. But that don’t make the girls that are here all racist” (p. 74).
2. “Barack,’ I corrected, dropping my bags on the floor” (p. 118).
3. “I needed to search for him, I thought to myself, and talk with him again” (p. 129).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

1. “‘Your mother has a soft heart,’ Lolo would tell me one day after my mother tried to take the blame for knocking a radio off the dresser. ‘That’s a good thing in a woman’” (p. 39).
2. “‘But you will be a man someday, and a man needs to have more sense’” (p. 39).
3. “‘Better to be strong,’ he said finally, rising to his feet. ‘If you can’t be strong, be clever and make peace with someone who’s strong. But always better to be strong yourself. Always’” (p. 41).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

NOW, answer the following questions about **Dreams from My Father** and provide specific information.

- ## NOTES ON DREAMS FROM MY FATHER:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A Separate Peace by John Knowles

1. "There was a moment of total, impersonal panic, and then Finny's hand shot out and grabbed my arm, and with my balance restored, the panic immediately disappeared" (p. 31).
2. "It was a courageous thing to say. Exposing a sincere emotion nakedly like that at the Devon School was the next thing to suicide. I should have told him then that he was my best friend also and rounded off what he said. I started to; I nearly did" (p. 48).
3. "Holding firmly to the trunk, I took a step toward him, and then my knees bent and I jounced the limb" (p. 60).
4. "I had been studying very carefully the way my hands wrinkled when tightly clenched, but I was able to bring my head up and return his inquiring look. 'Down at the bottom, yes'" (p. 170).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

1. "'I know I kind of dragged you away at the point of a gun, but after all you can't come to the shore with just anybody and you can't come by yourself, and at this teen-age period in life the proper person is your best pal.' He hesitated and then added, 'which is what you are'" (p. 48).
2. "His face had been struggling to stay calm as he listened to me, but now he was crying but trying to control himself. 'It was just some kind of blind impulse you had in the tree there; you didn't know what you were doing. Was that it?'" (p. 190).
3. "'I believed you. It's okay because I understand and I believe you. You've already shown me and I believe you'" (p. 191).

WHO SAYS THE QUOTES?

WHAT DO THEY SHOW ABOUT HIS OR HER CHARACTER?

WHAT DECISIONS DOES HE/SHE MAKE THAT IMPACT THE PLOT?

WHAT ADVICE DOES HE OR SHE GIVE OR RECEIVE THAT IMPACT THE PLOT?

CROSSROADS REVIEW OF CHOICES/DECISIONS MADE BY THE CHARACTERS

NOW, answer the following questions about **A Separate Peace** and provide specific information.

- a. What are the major crossroad events that force the characters to make choices and decisions in the book?
- b. Are the choices popular or uncommon? Are the choices expected or surprising?
- c. Who is hurt by the choices/advice?
- d. Who is helped by the choices/advice?
- e. How do the characters change as a result of the choices they make at a crossroads?
- f. What lesson can be learned from these choices?

NOTES ON A SEPARATE PEACE:

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